

Trainee: Pier Paolo Roncoroni Romero	Level: A1	Date: November 21 th
Lesson Number: 7	Length: 40 minutes	Anticipated start and finish time: 19:00pm - 19:40pm

Main Lesson Aim (Language Focus / Skills)	By the end of this lesson, students will be better able to use the past form of irregular verbs such as <i>bought, could, drove, got, had, left, met, saw, went, wore</i> in the simple past tense related to activities and routines. <u>what type of activities and routines? it has to do with the context of the lesson and activities in the lesson</u>
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Subsidiary Lesson Aim (Language Focus / Skills)	By the end of this lesson, Ss will be better able to express themselves during a conversation about past activities or routines. <u>same as above</u>
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Materials: projector, board eraser, marker, handouts, flash drive, power point presentation, pictures from Google, **New English File Elementary Student's Book**, (page 57), Oxford.

Anticipated difficulties with lesson activities and classroom management:

1. Some Ss may get confused with some past form of irregular verbs such as *buy/bought, wear/wore, see/saw, go/went* because they are more familiar with the structure of the past form of regular verbs such as *study/studied, arrive/arrived, play/played;*
2. Weaker students may not be able to understand the task instructions despite clear instruction delivery and ICQs.
3. In the second task, the learners may not produce the required target language and use alternative words or may mistake some irregular past forms with the regular past form, such as '*leaved*' instead of *left* or **weared*' instead of '*wore*'.
4. **During the speaking practice may be Ss stronger than others so that,** unclear they would be able to finish first also, the weaker Ss may not produce a conversation if they are working together. Do you mean, if Ss pair up freely you may end up having weaker and strong Ss together in the same pair?

Board Plan:

On the centre:

A PowerPoint presentation with:

- A model of a description;
- some pictures to help Ss elicit new vocabulary;

On the left side and right side:

- **the** new words will be written after **Ss-** eliciting to markshow PoS the form and the stressed syllable;

How I intend to deal with these difficulties:

- 1) During the MPF I **will drill** this is clarifying pronunciation the language and check **the students** if they students understand the differences between **the**

infinitive form and the past form of the irregular verbs. Is this meaning, pronunciation or form?

- 2) I'll give an example to go with the instructions as well model the activity with a student before they start it.
- 3) I'll elicit the students for **the past form of regular verbs before** present the target language and after presenting the irregular verbs in the past the MPF and I'll say that those past form are different and that's why are called irregular verbs. Don't you think it may confuse Ss? This seems unclear
- 4) Before the speaking practice I will change the Ss in a way that a stronger S should practice with a weaker S, so that every student will get a chance to speak and to get a peer correction if necessary.

Personal Aim: I **must** {must is too strong since you're stating a personal aim} reduce my language mistakes, be more prepared for corrections and write on the white board without turn my back to Ss-

Target Language Analysis

Form	Meaning	Phonology Word stress / sentence stress	Checking Meaning (CCQs, timelines, etc)
Verb:			
• Bought;	Bought: The past tense of <i>buy</i> . [INTRANSITIVE/TRANSITIVE] to get something by paying money for it.	Bought: /bɔ:t/	CCQ Is it happening now?(No) Is it used when we pay for something we want?(Yes) Is it related to shopping?(Yes)
• Could;	Could: The past tense of <i>can(modal verb)</i> . Have the ability or means to do something	Could: /kʊd/	CCQ Is it happening now?(No) Is it related to something I was able to do?(Yes) Can I do it now, too?(probably)
• Drove;	To have the necessary ability, knowledge, money, or equipment to do something. Drove: The past tense of <i>drive</i> . [INTRANSITIVE/TRANSITIVE] to control a vehicle so that it moves somewhere.	Drove: /drəʊv/	CCQ Is it happening now?(No) Is it related to cars?(Yes) Is it related to going from a place to another?(Yes)
• Left;	Left: The past tense of leave. [INTRANSITIVE/TRANSITIVE] to go away from a place.	Left: /left/	CCQ Is it happening now?(No) Is it the opposite of <i>arrive</i> ?(Yes)
• Wore ;	Wore:	Wore:/wɔ:/	



	The past tense of <i>wear</i> . [TRANSITIVE] to have something on your body as clothing, decoration, or protection.		Is it related to go out from a place? (Yes) CCQ Is it happening now?(No) Is it related to clothes?(yes) Am I still <u>wearing</u> <u>using</u> it? (perhaps it could be) <u>This one seems funny....</u>

Stage and Purpose (Make sure you mention the name of the stage and possible reasons why you are doing it.)	Procedure Separated into titled stages with inclusion of instructions, answers to tasks, etc. Make sure you include concept check questions and analysis of target language: possible problems Sts might have with meaning, pronunciation and form + solutions.	Interaction	Time	Trainer's Comments
Introduction of the topic/context: Lead-in: to generate interest about the topic of the lesson. <u>And what's the topic of the lesson?</u>	<p>Teacher starts the class: 'Good evening everyone! How are you today?' T 'So, I want to know about yesterday. What did you do yesterday?' Ss answer the question. T 'Did you enjoy it? Good.'</p> <p>T 'So, in pairs, you have 2 minutes <u>let's to</u> talk about things you did yesterday.' <u>What type of things? Will Ss list their activities?</u> T ends the activity. T asks about what they <u>discussed</u>. <u>Ss listed items, they didn't discuss anything.....</u></p>	T>S S>S T>Ss	1' 3' 15'	
Elicit / introduce the Target language (MPF) - to show present and clarify the target language to the students.	<p>T 'What time did you get up?' T 'So you got up at 8:00.' T 'Got <u>up</u>' Ss repeat: 'Got <u>up</u>.' T 'Yesterday I got up at 8:00 o'clock.' Ss Repeat. Teacher boards the TL.</p> <p>T 'Did you have breakfast at home?' Ss try to answer. T 'I had breakfast at home and it was delicious.' T 'had <u>breakfast</u>'. Ss 'had <u>breakfast</u>'. T 'I had a car'. Ss repeat it. T 'I had a <u>girlfriend</u> <u>shower</u>'. Teacher boards the-TL.</p> <p>T Did you see something different yesterday? T 'I saw a yellow bird near my house and also saw a beautiful dog.' T 'saw <u>a beautiful dog</u>'. Ss 'Saw <u>a beautiful dog</u>' Teacher boards the-TL.</p>			

T 'Nice t-shirt! Where did you buy it? Very beautiful.'
 T '**I bought** this t-shirt at the shopping mall.'
 T 'bought' Ss repeat it.
 Teacher boards the TL.

T 'I'm wearing a t-shirt. It's a white t-shirt. So yesterday I ... a blue one?'
 T '**I wore** a blue t-shirt.'
 T 'wore' a blue t-shirt.
 Ss 'Wore a blue t-shirt'
 Teacher boards the TL.

T>Ss

T 'Can you drive a car? Who can drive here?'
 T '**I could** drive a car but now I can't.'
 T 'I could swim when I was a kid, but now I can't.'
 T 'I could play the guitar, but now I can't.'
 T 'Can you play the guitar?'
 T 'I could play the guitar but now I can't.'
 T 'I couldn't play the guitar, but now I can' !
 T 'could'. Ss repeat it.
 Teacher boards the TL.

T 'Did anyone drive to any place yesterday?'
 T '**I drove** all day and visited many places.'
 T 'I drove all day.' Ss repeat.
 T 'I drove all night.' Ss repeat.
 T 'Drove'. Ss repeat it.
 Teacher boards the TL.

T 'Did you go to any different place yesterday?'
 T '**I went** to many places. I went to the cinema. I went to my mother's house. I went to the restaurant.'
 T 'Went'.
 T 'I went to the restaurant'. Ss repeat it.
 T 'I went to the cinema'. Ss repeat it.
 Teacher boards the TL.

T 'Does anybody know how to introduce someone? For example: Camila this is Adilson, Adilson this is Camila. Nice to ...?'



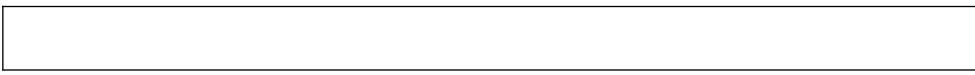
	<p>met - Danced - got - was - went.</p> <p>Follow-up activity</p> <ul style="list-style-type: none"> - To allow students to use the TL in the context of a dialogue about past activities (<u>this is the type of the activity, what's the context?</u>) <p><u>Follow-up activity refer to a receptive skills lesson. This a language systems lesson: you need to propose language practice activities: controlled, less controlled and freer, followed by feedback</u></p> <p>Feedback - to allow the students get some delayed</p>	<p>T explains the next activity, 'Now I will change some of you.'</p> <p>T divide in pairs</p> <p>T 'I will give you some questions related to things that probably happened in the past to start a conversation.'</p> <p>'Think about the last time you went out (with friends, with your partner, alone)</p> <p>Look at the questions and plan your answers. You have 5 minutes.</p> <p>Questions:</p> <p>Where did you go? Did you have a good time? What did you talk about? Did you meet someone? What did you have to eat? What did you wear? What did you do? What time did you get home? How did you go home?</p> <p>T starts to monitor; T 'All right, time is off.'</p> <p>T teacher shows on the board some mistakes related to the target language. T talks about the Ss' development during the activities. T ends the class.</p> <p><u>This looks like a freer practice activity, however, you need a less controlled practice activity before this one.</u></p>	S>S		
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**correction from the
teacher after the
speaking practice.**



Overall Post-lesson Observation

Immediate Reaction What went well? What didn't? Questions for feedback?	Tutor's response



Overall strengths of this lesson (planning and delivery):

Areas to work on:

Lesson Plan

Trainer's Overall Comments

Assessment

	Above S	At standard	Below S
Lesson Planning			
Lesson Delivery (teaching skills and language awareness)			
Overall Grade			

Trainer: _____

Date: ____ / ____ / ____

*The grades above are intended to give an indication of how this lesson might contribute to the evaluation of your teaching practice overall. In other words, several 'Below standard' lessons would mean that you would be unlikely to pass the course. For more information, the criteria for evaluation are listed in your CELTA 5 form in your file and are discussed in our tutorials. The areas to work on are key points which, if addressed in upcoming lessons, will help you consolidate or raise your overall grade. They should therefore be made your personal aims in your next lesson if appropriate.